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| **Subject** | BIOLOGY | **Grade** | 9 |  |
| **Student** |  | **Date** | May 2017 |

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| **ASSESSMENT TASK – NUTRITION REPORT** |
| Students are to investigate key components of the term NUTRITION.  **They are to define the terms ‘nutrient’, ‘protein’, ‘fat’, ‘carbohydrate’ and ‘fibre’.**  **They are to define the terms ‘mineral’ and ‘vitamin’ with respect to nutrition.**  Students are to research the term **vitamin deficiency** and write a short report (including pictures) of **ONE type of vitamin deficiency**. They are to include the dietary source of the vitamins, the symptoms of the deficiency disease, the story of the ‘scientists’ who discovered and treated the disease.  The students should be able to include a short reflection on the process of the ‘scientific method’ and how it relates to the discovery of the cure for these diseases. |

**CRITERIA AND ASSESSMENT RUBRICS**

**Criterion D: Reflecting on the impacts of science**

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| **Level** | **Level descriptor** | **Application to this project** | **Student** | **Teacher** |
| 0 | The student **does not** reach a standard indicated by any of the descriptors below | The product is incomplete or unsatisfactory. |  |  |
| 1-2 | The student is able to:   1. **state** the ways in which science is used to address a specific problem or issue 2. **state** the implications of the use of science to solve a specific problem or issue, interacting with a factor 3. **apply** scientific language to communicate understanding but does so **with limited success** 4. document sources, **with limited success** | 1. Includes the facts of how nutrition helps the body 2. Unsupported statements of why nutrition is needed 3. The vocabulary used is not scientific 4. At least three citations are provided incorrectly |  |  |
| 3-4 | The student is able to:   1. **outline** the ways in which science is used to address a specific problem or issue 2. **outline** the implications of the use of science to solve a specific problem or issue, interacting with a factor 3. **sometimes apply** scientific language to communicate understanding 4. **sometimes** document sources **correctly** | 1. The steps of how nutrition works, 2. Outline of why nutrition is important in the body. 3. A limited range of vocabulary from class is applied in the project 4. At least three end-of-text citations are correctly provided in APA format |  |  |
| 5-6 | The student is able to:   1. **summarize** the ways in which science is used to address a specific problem or issue 2. **outline** the implications of the use of science to solve a specific problem or issue, interacting with a factor 3. **sometimes apply** scientific language to communicate understanding 4. **sometimes** document sources **correctly** | 1. Summary of how nutrition works, in the body. 2. Outline of why nutrition is needed, conceptually and using an example 3. Some of the vocabulary taught in class is applied in this project 4. At least three in-text and end-of-text citations are provided in APA format |  |  |
| 7-8 | The student is able to:   1. **describe** the ways in which science is applied and used to address a specific problem or issue 2. **discuss and analyse** the implications of using science and its application to solve a specific problem or issue, interacting with a factor 3. **consistently apply** scientific language to communicate understanding **clearly and precisely** 4. document sources **completely**. | 1. Detailed description of how nutrition works. 2. Detailed description of why nutrition is needed in the body. 3. The vocabulary taught in class is applied in this project 4. At least three in-text and end-of-text citations are *correctly* provided in APA format |  |  |

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| **Student Reflection** |
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| **Teacher Feedback** |
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